

# **Roman Road Primary School**

## **Policy for Modern Foreign Languages (MFL)**

**Reviewed May 2015**

Nooreena Hossenbux  
MFL Co-ordinator

MFL Policy May 2015  
Review May 2017

## RATIONALE FOR LANGUAGE LEARNING IN PRIMARY SCHOOLS

As part of a new primary National Curriculum, taking effect from September 2014, teaching French has become a requirement for children within KS2. At Roman Road Primary School, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

### AIMS

- To develop our children's linguistic competence, extend their knowledge of how languages work and explore differences and similarities between other languages and English.
- To enhance our pupils' self-esteem and English ability through learning, in many cases, a third language. Children can learn much about English by learning the structure of other languages. Common vocabulary also helps children learn the meaning of new words in English.
- To stimulate our pupils' creativity through taking an active part in language lessons and experimenting creatively with language.
- To raise awareness of the multilingual and multicultural world that we live in, giving them an insight into their own culture and those of others.
- To create a platform through the teaching of modern languages for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.
- Encourage children to be aware that language has structure and that the structure differs from one language to another.
- To utilise a comprehensive bank of resources both tactile and online, to assist children with achieving the highest quality of teaching

### OBJECTIVES

- To train relevant staff on the appropriate use of the *National Curriculum*, the school's scheme of work and Assessment Scheme as well as effective MFL teaching strategies through the delivery of INSETs
- To develop our children's speaking, listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- To listen to and read stories in order to gain awareness of the structure of a different language and begin to learn the grapheme-phonetic relationships.
- To copy write basic expressions and simple sentences e.g. expressing likes and dislikes, descriptions and orders etc.

### INCLUSION

The teaching of Modern Foreign Languages (French) is tailored in line with the recommendations of the National Curriculum, implementing modifications which allow for individuals and differentiated needs of children. The schemes of work takes into account the different experiences, strengths and interests of the children whilst complying with the requirements and guidance on inclusion.

- Learning a foreign language should be fun for all children. All pupils, regardless of race or gender, shall have the opportunity to develop MFL capability.
- Positive images of languages being spoken by people of both genders will be promoted.
- Teachers plan for children to individually, in groups and as a whole class in MFL as considered appropriate for the lesson being taught.

## CURRICULUM MANAGEMENT

It is the responsibility of the Head teacher and Governing Body to ensure that all pupils receive their 'entitlement' with MFL.

Each Key Stage 2 class has a timetabled session of at least 45 minutes per week to deliver MFL (French) and one class has a booster session which is supported by a Secondary French school teacher from Brampton Manor Academy. French can also be revisited in short session throughout the week, to consolidate knowledge and ensure new language is retained. Lessons focus primarily on speaking and listening (oracy) to promote recognition of phonemes and graphemes. However, when appropriate, children record written work informally in books in Year 5 and Year 6.

The subject co-ordinator will facilitate the development of MFL in the following ways:

- By managing the implementation of the MFL policy;
- By updating the policy and Scheme of Work;
- By ordering/updating/allocating resources;
- By identifying needs and arranging INSET so that all relevant staff are confident in how to teach and assess the subject and have sufficient subject knowledge;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By supporting staff in delivering engaging and well-pitched lessons
- By supporting staff in developing pupils' capability;
- By contributing to the School Development Plan on a regular basis as it is reviewed and revised.

Below is an outline of the coverage of MFL within Key Stage 2.

Year 3	YEAR 4	YEAR 5	YEAR 6
Greetings	Revision of Year 3	Revision of Year 4	Descriptions (adj)
Days and months	Myself	Age and Birthdays	Expressions of feelings
Numbers	Birthdays	School routines	Directions
Colours	Family	Planets	Going to the shop
Animals	Where do you live?	Descriptions (adj)	Transport
Clothes	Weather	Expressions of feelings	Negatives
Classroom objects	Sports	Directions	Past tense
Parts of the body	Prepositions	Going to the shop	Jobs
Food	Likes / Dislikes	Transport	What would you like to be?

## CLASS ORGANISATION AND TEACHING STYLE

- By its nature MFL will involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons involve a range of activities but all usually follow the 'present, practise, produce' model when learning vocabulary. We use a variety of techniques to encourage the children to have an active engagement in the modern foreign language. These include games, role-play and songs (particularly action songs).
- We emphasise the listening and speaking skills, but also introduce pupils to the reading and writing skills from an early age.
- We provide a variety of sources to model language, such as the use of games and songs to maximise enjoyment and make as many connections to real life situations as possible through role-play.

- We make the lessons as interactive, entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.
- We build children's confidence through constant praise for any contribution they make in the foreign language, however tentative.
- Groupings for MFL should generally follow the same pattern as for all lessons. It is appropriate to match pairs of equal ability, rather than have a more able linguist always guide a less able pupil. This generally leads to passivity and dominance. However it is appropriate to plan to have peer tutors for some lessons where the objectives also enable the more able user to learn by specifically teaching.

## ASSESSMENT AND EVALUATION

Our pupils' speaking, listening, reading and writing skills will be assessed regularly by each MFL/class teacher and this information passed up to the next class. We assess the children in order to ensure that they make good progress in this subject.

Assessment will be done by class teachers on a termly basis, using an online system to record formatively. They reflect on the children's ability and progress against the curriculum descriptors.

Teachers will evaluate the usefulness of the Policy, the revised scheme of work, Assessment Scheme and will feedback to the MFL Co-ordinator and/or Senior Leadership Team.

The MFL co-ordinator also keeps an assessment record on profile children throughout the year from Year3-6. This helps monitor the progress of children of different abilities and experiences in the subject through each term.

Ratified by Governors

Review May 2017